

ATTACHMENT B
Workforce and Professional Development Services
Detailed Scope of Work

I. General Required Activities

- A.** Ensure that all Grantee project activities align with the mission and vision of the Office of Early Childhood and Out of School Learning (OECOSL, “the State”), the federal Administration for Children and Families (ACF) and Office of Child Care (OCC), and the Child Care and Development Block Grant (CCDBG),
- B.** Ensure that all activities conducted by Grantee through this project are delivered according to national best practice standards for coaching and professional development, are evidence based, and meet the desired outcomes. Activities must be coordinated to support the building of a robust system of early care and education (ECE).
- C.** Commit to an internal process of continuous quality improvement (CQI) including self-assessment, measurement, review of outcomes, and implementation of identified improvements. This includes a commitment to the collection of necessary data and using the data to inform decision making. This also includes responding to data that is made available through other evaluations including evaluations conducted by the State and outside evaluators, including the Paths to QUALITY evaluation.
- D.** Follow all State standards and grant agreement requirements for data and information security including methods for the collection, of accurate data, reporting requirements and retention requirements. This includes protecting the confidentiality and the security of Personal Identifying information (PII).
- E.** Document all activities as required in the state Child Care Information System (CCIS) and according to the required standards for data entry and integrity.
- F.** Utilize available data to make data driven decisions and to inform families, providers, businesses, community members and partners of relevant issues in factual and meaningful ways.
- G.** Insure and maintain all State issued equipment as required.
- H.** Conduct all Paths to QUALITY activities according to State requirements and Paths to QUALITY policy and procedures documents, including but not limited to community, business, provider, and family outreach and awareness activities, enrollment and introduction activities, training, technical assistance, coaching activities, and recognition activities for providers. Paths to QUALITY Coaches and technical assistance will be focused on the attainment and maintenance of Level 3 and Level 4 PTQ standards. This coaching will include assisting in the accreditation process, but will be focused on the achievement of Level 3 and Level 4 standards, with emphasis on those standards that result in improved

child outcomes including the use of curricula that align with the IDOE Early Learning Guidelines, child assessments, individualized lesson planning and family engagement.

- I.** Participate in all meetings and trainings as required, including teleconference, webinar, and face- to-face meetings, including but not limited to the following.
 - Local, regional and state level Paths to QUALITY meetings, conferences, trainings and workgroups;
 - State or regional job-duty specific meetings (such as Paths to QUALITY coaches meetings); and
 - National, state or regional trainings related to individual job duties (such as webinars hosted by Administration of Children and Families and other national experts).
- J.** Participate in all State initiated evaluations and studies.
- K.** Participate in all project related technical assistance, strategic planning, supervision, and monitoring activities with OECOSL as required.
- L.** Project monitoring may result in corrective action, and the Grantee agrees to participate in the corrective action processes with OECOSL as required, including but not limited to the implementation of professional development plans for staff. Failure to correct identified issues will result in progressive corrective action, up to and including grant termination.
- M.** Comply with all accountability and reporting processes as required by OECOSL.
- N.** Remain informed on areas that impact the ECE including but not limited to any statutory changes; changes to CCDBG and the Child Care and Development Fund (CCDF) subsidy system; the latest in ECE research and best practice findings; and local and regional initiatives impacting the ECE system.
- O.** Respond to issues impacting the ECE system including but not limited to increasing provider awareness of and ability to comply with statutory changes; potential opportunities to partner with public and private organizations to increase the supply and accessibility of high quality ECE programs, ways to improve family and community awareness and the availability of information related to the full range of ECE options, utilize most urgent research and best practice findings to inform and deliver continuous quality improvement of professional development activities.
- P.** Leverage resources and reduce the duplication of services through communication, coordination, and collaboration with other agencies and organizations.
- Q.** Track gaps in the availability of ECE resources and communicate needs to local and state partners.
- R.** Actively promote Paths to QUALITY; licensing and voluntary certification; accreditation; On My Way Pre-K, the IACCRR statewide consumer education hotline; IACCRR's Training Central; the Indiana Non-credit based CDA Project; T.E.A.C.H. Early Childhood® INDIANA (T.E.A.C.H.); the Child and Adult Care Food Program (CACFP); and other projects, programs, and resources as required by the State or as beneficial to the system.

- S. Maintain a website approved by the State that aligns with local, state, and federal priorities and promotes Paths to QUALITY; informs communities about ECE. Grantee must ensure that the website links to the appropriate partner agencies and tools including the IACCRR website, the OECOSL website, the Free Child Care Search (“Blue Button”), and others as required. The website must be maintained in accordance with best practice standards set by the State.
- T. Develop and implement approved strategic work plans that address the following areas: continuous quality improvement; provider training and professional development; and staff professional development
- U. Build and support state and local networks through a variety of collaborative and outreach activities including participation in quarterly regional meetings of the local Paths to QUALITY coaches, Professional Development advisors, licensing/registration consultants, and others as identified, to detect opportunities and challenges and seek to eliminate barriers and inconsistency for providers.
- V. Staff criminal history checks and membership in national professional organization

II. Workforce Development – Credit Bearing Scholarship Programs

- A. Grantee shall manage a variety of credit based scholarship programs according to State approved criteria and guidelines, such as those developed by T.E.A.C.H. Early Childhood® in conjunction with, and monitored by, Child Care Services Association, Inc. (or a similar scholarship program through an organization approved by OECOSL). Scholarships must be designed to:
 1. Support the professional development of:
 - Licensed Child Care Center, Licensed Child Care Family Home, Registered Ministries, Head Start, Paths to Quality Providers and, directors, and staff;
 - Career and Technical High School Students; and
 - Coaches and TA Specialists,
 2. Increase educational levels (CDA, other ECE related credentials, AA, BS, MS),
 3. Increase compensation by a minimum 2%-3% wage increase for Masters/Bachelor/Associate scholarship recipients completing a contract.
 4. Decrease turnover rate to less than 10% for Masters/Bachelor/Associate scholarship recipients completing a one year contract.
- A. Submit to OECOSL for approval, prior to the execution of this grant award, written policy and procedures for the awarding of scholarships, including procedures for prioritizing the award of scholarships should the demand exceed the available resources. Head Start scholarships will be funded with non-CCDF funds through the Indiana Head Start

Collaboration Office. Funding will vary annually based on federal allocations of available funding streams. Any non-PTQ Head Start scholarship proposed beyond this funding level must be preapproved by OECOSL.

- B. Provide individual educational counseling and guidance to members of the ECE workforce seeking assistance with their personal professional development plans. Such counseling must be individualized to each person's prior educational experience, achievement and future goals. Guidance should be towards progressive education attainment that respects each individual.
- C. Develop needed resources, coordinate statewide, and monitor delivery of scholarships in a way that provides appropriate materials, outreach, and technical assistance to meet the needs of recipients including Spanish speaking and other culturally diverse providers and special populations. Develop target goals and monitor a strategic plan to measure progress toward meeting goals.
- D. Ensure that all individuals awarded scholarships have had a comprehensive criminal history check with OECOSL without any prohibitive findings and are working in a legally operating program
- E. Establish and maintain a scholarship advisory committee, including representation from OECOSL and partnering agencies, who meet regularly and provide input and guidance for administering the scholarship program.
- F. Award scholarships annually for completing/renewing a Child Development Associate Credential (CDA)
- G. Award scholarships annually for Career and Technical/High School students to obtain their Child Development Associate Credential (CDA).
- H. Award scholarships annually for Early Childhood Associate degrees with an average of 9 credit hours completed per contract.
- I. Award scholarships annually for Early Childhood Bachelor and Master Degrees with an average of 9 credit hours completed per contract.

III. Workforce Development- Non-Credit Based CDA Education Opportunities

- A. Increase the number of early childhood professionals awarded the national CDA Credential by providing up to 120 clock hours of non-credit based CDA Credential training to candidates annually that result in candidates moving toward CDA assessment eligibility. Trainers must be highly qualified and meet educational requirements. Training will be provided in areas of the state based on identified need to improve the education and skills of the early childhood workforce.

- B.** Non-credit based CDA credential trainings and trainers must be reviewed annually to ensure that training content is up to date, evidence based and delivered in an effective method. Monitor trainer effectiveness, including class observation, in preparing candidates for assessment.
- C.** Non-credit based CDA sub-contractors, instructors, locations, capacity and local waitlist information must be submitted to the State prior to the beginning of non-credit based classes. Grantee must demonstrate how local needs, including the need for non-credit based classes taught in languages other than English, are adequately being met.
- D.** Report on the number of recipients who enroll, successfully complete the 120 clock hours of training, apply for assessment, and are awarded the CDA credential.
- E.** Providers participating in non-credit based CDA classes should be encouraged to continue the progression along the career pathway by using their CDA credential to obtain an Associate's degree and beyond.
- F.** All providers participating in non-credit based CDA classes must have undergone a comprehensive criminal history checks without disqualifications and be employed in a legally operating program.

IV. Provider Continuous Quality Improvement through Paths to QUALITY and Technical Assistance

- A.** Develop and implement State approved annual updates to Grantee's PTQ Standard Operating Procedures per the PTQ Policy Manual updates; and other Paths to QUALITY materials as needed;
- B.** Utilize research findings, including findings of the Paths to QUALITY evaluations, to make recommendations on improvements of state and local level services delivery, training and technical assistance to coaches on the most effective practices for continual quality improvement.
- C.** Utilize appropriate Paths to QUALITY workbooks and ensure that the workbooks are available to PTQ providers;
- D.** Review and approve all Rating Requests from the coaches and submit to the PTQ raters as required;
- E.** Approve, order, track and coordinate the delivery of the Paths to QUALITY awards and incentives, including signage as required, according to PTQ program guidelines.
- F.** Award financial incentives to Paths to QUALITY Level 4 programs for attainment or annual maintenance of accreditation per the PTQ program guidelines.
- G.** Mail PTQ level increase recognition letters;
- H.** Respond to OECOSL with additional information for PTQ rating appeals as necessary.

- I. Maintain Level 3 Paths to QUALITY providers and support provider quality improvement to ensure Level 3 standards are met.
- J. Maintain and increase the number of programs rated at Level 4 as determined per the annual approved statewide Paths to QUALITY level advancement goals.
- K. Coordinate with OECOSL and partner agencies to assist in the development and coordination of provider recognition activities at both the state and local levels;
- L. Participate in professional development opportunities for staff, as they become available at the local, state and federal level, on topics such as Professional Development Counseling, Continual Quality Improvement, Effective Coaching, Trainer/Training Approval Systems, Provider Registries, Leadership, Reflective Supervision, Improving Child Outcomes or general system building for early childhood and school age care and development.
- M. Participate in any training/activity required by OECOSL to support the quality of the Professional Development system.
- N. Participate with OECSOL staff and partnering agency staff in the development and implementation of a collaborative coaching model which best supports all needs of the varying types of programs around the state of Indiana.
- O. Hire qualified Paths to QUALITY coaching staff and provide training, technical assistance, monitoring and supervision of the coaches. Newly hired Paths to QUALITY coaches must be provided initial orientation on the history, purpose and goals of Paths to QUALITY, the PTQ policy and procedures manual, effective and reliable use of technology, the quality improvement and rating process, reliability and fidelity to the Paths to Quality Standards, and customer service expectations.
- P. Grantee shall provide Paths to QUALITY coaches with expertise on Levels 3 and 4 Paths to QUALITY standards; including expertise on all of the national accrediting bodies recognized by OECOSL. Coaches shall provide both on-site and off-site Paths to QUALITY coaching, financial, and administrative support to enrolled Paths to QUALITY programs. Coaches are required to identify areas needing improvement across all Paths to QUALITY standards and provide assistance or identify others as appropriate to provide assistance to ensure that PTQ providers maintain high quality standards and support children and families in ways that lead to improved outcomes.
- Q. Grantee shall provide a minimum of two Master Coaches allocated regionally, who meet the State established qualifications and provides oversight, technical assistance and support to coaching staff.
- G. Ensure a monthly minimum of 40 percent on-site time for each coach.
- G. Coaches shall be monitored regularly, including a minimum of quarterly on-site supervision by a Master Coach. Additional on-site supervision may also be provided by the IAEEYC Director. Monitoring visit should include reflective feedback, to ensure that case management of PTQ programs, and the quality improvement activities of the Paths to QUALITY coaches are delivered effectively and according to approved policy and

procedures utilizing best practice methods that result in measurable, improved outcomes for both programs and children.

- H. Have coaching capacity to provide coaching and technical assistance to meet the needs of non-English speaking families and providers;
- I. Facilitate the national accreditation and/or re-accreditation process by providing coaching and technical assistance to programs for their choice from approved national accrediting bodies.
- J. Develop, provide and archive on-line trainings available to providers with step by step information on filling out the different forms for all approved accrediting bodies to assist providers in completing the necessary application/renewal materials. Programs seeking accreditation will be encouraged to use these resources so that coaches can focus their assistance on other coaching activities.
- K. Provide programs engaged in the accreditation process, financial assistance for accreditation fees and requirements.
- L. Provide training and technical assistance on strategies for coaches on meeting approved annual state and local level Paths to QUALITY enrollment and level advancement goals. Strategies shall be monitored regularly to ensure progress towards goals. Corrective action plans are developed and implemented as necessary;
- M. Provide training and technical assistance for coaches on evidence based culturally diverse best practices within child care programs including but not limited to: Culture diversity and cultural sensitive care giving; Effective teaching methods to support young English language learners; and Cultural sensitive family engagement activities;
- N. Ensure all technical assistance staff members, including coaches and PD Advisors document TA activities as required, utilizing best practices for data collection, to ensure quality data is available for data driven decision making at the local and state level.
- O. Ensure Coaches, PD Advisors, and TA Specialists have individual professional development plans and performance goals. Coordinate with OECOSL and partnering agencies to plan training topics and provide trainings for coaches, PD Advisors and TA Specialists which develop and enhance a blended PD delivery

V. Workforce and Professional Development System Building

- P. Provide state level representation, as a co-chair, as required, to support the Indiana Professional Development Network (INPDN) and the strategic planning of a comprehensive cross-sector professional development system for all sectors of Early Learning and youth development professions.
- Q. As a participant and co-chair of the INPDN, Grantee will support collaborative planning and implementation of an Indiana Technical Assistance Professional Development

- System, the development and adoption of a salary matrix and career lattice.
- R. As a participant and co-chair of the INPDN, Grantee will lead the collaborative planning and implementation of an entry level, non-formal coaching certificate. This certificate, including all training and coursework needed, will be made available to all Paths to QUALITY coaches and technical assistance providers no later than October 1, 2016. This certificate shall articulate, wherever possible, into a credit-bearing advanced coaching credential.
 - S. As a participant and co-chair of the INPDN, Grantee will lead the collaborative revision of Indiana ECE career pathways and recommended salary matrix. The career pathways must be approved by the INPDN and made available no later than October 1, 2016.
 - T. As a participant and co-chair of the INPDN, Grantee will lead the collaborative development and implementation of a set of community education materials that clearly explains Indiana's professional development system, including the wide variety of available educational and training opportunities and the career pathways and how these two components fit together within licensing, registrations, Paths to QUALITY, Head Start, On My Way Pre-K and into a comprehensive early learning and Out-of-School Time system. These materials shall be approved and branded with the INPDN partners' information, distributed by a wide range of partners and printed by Grantee. These materials must be made available no later than October 1, 2016.
 - U. Grantee shall coordinate with OECOSL and INPDN to implement the Indiana Core Knowledge and Competencies to develop and implement an approved strategic plan which will provide ongoing support and training for the statewide implementation including the INPDN Core Knowledge and Competencies Manual and Workbook and for implementation of the INPDN Career Pathways including user guide document. This training will be inclusive of all sectors of Early Learning and youth development.
 - V. Support, coordinate and collaborate with IACCRR to facilitate the articulation of non-credit based training and professional development hours into college credits.
 - W. Support and coordinate a Higher Education Forum for the state Higher Education Institutions to identify and meet the educational needs of the early care and education professional development system. Facilitate the maintenance and increase the number of formal articulation agreements between Indiana's higher education institutions for early childhood degrees and coursework. The OECOSL director or designee and the Head Start Collaboration Director shall be standing members of the Higher Education Forum.
 - X. Grantee shall work with ECE state, regional and local leaders to develop strategic plans to identify and develop other needed credentials and/or certificates. Opportunities should be available as both non-credit based professional development opportunities with the potential to articulate into credit hours leading to an AA, as well as credit bearing opportunities that compliments progressive educational achievement and career lattice.

- Y. Participate with OECOSL and partner agencies to plan an annual conference, in partnership with Paths to QUALITY stakeholders, focused on Paths to QUALITY system improvements; and provide participation in the other Paths to QUALITY committees and workgroups;
- Z. Grantee shall participate in system building and strategic planning for Indiana's quality rating and improvement system, Paths to QUALITY™ (PTQ) for early childhood. Paths to QUALITY work must be completed in coordination with other partners as outlined in I.C. 12-17.2. Grantee shall participate in the necessary work groups, assist with the development of needed resources, coordinate and manage defined PTQ operations, and provide technical assistance for the statewide implementation and enhancement of the Paths to QUALITY system.

VI. Staffing Requirements

Respondents must submit an organization chart and a staffing plan with job descriptions that fulfills all the job duties required by this Scope of Work and the contract. Attach a resume for any staff proposed to fill the roles.

- A. All staff must meet the required educational and experience qualifications and fulfill the primary job duties/functions.
- B. All job duties/functions within the scope of work/contract must be completed.
- C. For staff members that are not 100% allocated to this grant a written cost allocation methodology must be submitted with this proposal and maintained throughout the grant. Any changes to the cost allocation must be pre-approved. Timesheets for these employees must be submitted with monthly claims.
- D. Any overtime paid to hourly staff must be preapproved before costs are incurred.
- E. Written approval from OECOSL Director/Deputy Director must be obtained prior to the hiring of any new staff members.
- F. Grantee must ensure that the State has an up-to-date organizational chart that shows the reporting structure and responsibilities of Grantee's staff and any subcontractor staff.
- G. Staff must participate in new staff orientation and training.
- H. Staff must be members of a nationally recognized early childhood organization or another professional organization directly related to the job duties performed.
- I. Develop and implement annual professional development plans for each staff member. Plans must include a minimum of 12 hours of training and/or continuing education directly related to the individual's job requirements.

VII. General Operational Requirements

- A. Ensure that business operations personnel are accessible to program stakeholders Monday through Friday from 8 a.m. to 4:30 p.m., Eastern Time, excluding State holidays.
- B. Conduct and maintain a record of national fingerprint background checks, according to State policy for each position, for all CCDF funded employees.
- C. Submit to OECOSL a Consent to Release Information form for background checks on all CCDF funded staff annually, no later than October 15th of each new year, and for all potential new hires prior to beginning work.
- D. CCDF funded personnel are subject to approval by OECOSL; the Grantee may not make any permanent or temporary changes to these positions, including to job descriptions, core responsibilities, cost allocation percentages, or salaries, without OECOSL's prior written approval. Résumés for replacement personnel shall be submitted for review and approval prior to Grantee making a job offer and no later than fifteen (15) business days from notification of a resignation or request for removal or within a time frame agreed upon by the State.
- E. All CCDF funded staff must complete the State of Indiana ethics training as required.
- F. Staff may not own or be employed by a regulated child care provider, or be a rater or evaluator in the PTQ system unless permission has been granted by OECOSL. Staff may not engage in any sales or marketing activities or engage in any activity which would promote specific child care providers.
- G. Develop and implement a plan for the physical security of the Grantee's operating facility, including storage facilities. The grantee must submit the plan for State review and approval within twenty (20) business days of contract signature. Security procedures must limit access to these facilities. The State reserves the right to perform physical security checks of the grantee's facilities at its discretion.
- H. Follow all State policies and contractual requirements for data and information security, collection, accuracy, reporting, and retention, including practices that protect the inappropriate disclosure of Personal Identifiable Information (PII). This includes IT, equipment, and document security standards.
- I. Immediately report all breeches of information security as required by the State.
- J. Insure and maintain all State issued equipment according to State policy, including inventory and security standards.
- K. Maintain adequate accounting practices to ensure appropriate utilization of grant funds including an independent audit which meets federal guidelines.
- L. Annually submit external audit reports to the State.
- M. Participate in a minimum of one on-site fiscal monitoring visit conducted by the State annually and other fiscal reviews and audits as required.

- N. Obtain approval for proposed expenditures as required by the State prior to incurring the cost, including approval.
- O. Report ECE and OST providers suspected to be operating illegally to the State.
- P. Report suspected fraud and serious non-compliances to the State.

VIII. Reporting Requirements

- A. Grantee shall provide detailed information needed for monthly reconciliation of individual provider recipient information, including details of the college, university or non-credit based program at which the student is enrolled and itemized expenditures that clearly align the dollars claimed on monthly claims with the individual recipient. This may include entering information into the State's data system, CCIS, as well as providing records from other databases utilized by Grantee, including T.E.A.C.H. or others as appropriate.
 - 1. Scholarship funding for Head Start/Early Head Start must be reported separately and include the name of individual, name of program, amount, and payee.
 - 2. A list of participants or a copy of the meeting sign-in sheet must be included with Higher Education Forum claims.
 - 3. Grantee shall obtain and maintain the necessary license for the state use of the T.E.A.C.H. Early Childhood® (or similar scholarship) database. Work in partnership with Child Care Services Association, Inc. to maximize productivity and usefulness of the database including interfaces with the CCIS system and other comprehensive data system improvements. Participate in the enhancement and expansion of the State's caregiver qualifications module of CCIS in order to provide a comprehensive workforce registry.
 - 4. Report after each term on the percentage of credit hours completed successfully and with what grade. Report annually on the percentage of recipients successfully completing educational levels.
 - 5. Report on other provider educational outcomes as required by the State.
 - 6. Monitor databases for accuracy and develop, implement and run reports as required.
 - 7. Ensure that hardware and software utilized meets industry standards and is refreshed and updated as necessary.

8. Develop, implement and distribute reports on a monthly, quarterly and annual basis as needed to track the quality of services being delivered including the achievement of outputs and outcome goals included within the Scope of Work.
 9. Complete scheduled reports within the required timeframe.
 10. Quarterly reports on staff professional development activities including Master Coach on-site monitoring visits with coaches, including outcomes of the visits.
- B. Grantee shall maintain detailed project plans for all work required by the project. These project plans shall be submitted to the State for approval prior to October 1, 2015. Project plans shall be submitted in a format approved by the State and shall include a detailed timeline and project deliverables. Changes to the timelines or the deliverables must be pre-approved by the State. Grantee shall provide monthly status updates to these project plans.
 - C. Grantee shall provide annual updates to project policy and procedure manuals no later than October 1 of each year. Projects that must have policy and procedure manuals that must be annually updated include HR and Travel policies, Paths to QUALITY, Credit based Scholarships and Non-formal Scholarship programs. Additional policy and procedure manuals may be requested as deemed necessary by the State.

IX. Project Lifecycle

A. GRANT IMPLEMENTATION PHASE

1. Implementation Phase Schedule

The grant implementation phase must begin following grant award announcement. The approximate start date for the implementation phase is May 15. This phase must be completed no later than September 30, 2015. The operational start date of **October 1, 2015** is a key date. Proposals must clearly indicate how respondent will ensure operational preparedness no later than this date.

The State will actively monitor transition activities during this phase of the grant. Monitoring activities will focus on progress made against the Grantee's implementation work plan, quality of deliverables submitted, and assessment of the Grantee's readiness to begin operations.

2. Grantee Responsibilities

The Grantee is responsible for the timely and successful completion of each implementation phase task. In addition, the Grantee is responsible for clearly specifying and requesting information needed from the State in a manner that does not delay the

schedule or work to be performed. General requirements for Grantee reporting and for obtaining State approvals include the following:

- a. Develop an approved work plan that outlines all tasks related to successful project implementation
- b. Report progress against the Grantee's approved work plan for each task through weekly written status reports and at weekly status meetings with the State;
- c. Update the project work plan on a weekly basis;
- d. Deliver written status reports and updated work plans/schedules, including any changes in dates, by 9:00 am, Eastern Time, one (1) work day before the status meeting;
- e. Submit for review and approval the proposed format, content, and distribution plan for each deliverable a minimum of ten (10) business days prior to deliverable due date;
- f. Submit deliverables on the schedule agreed to in the approved work plan;
- g. Obtain written approval from the State on each deliverable submitted for review; and,
- h. Revise deliverables, if requested, using State review findings to meet content and format requirements.

3. Implementation Phase Scope of Work

The implementation phase includes the following tasks:

- a. Grant Planning and Start Up
- b. Operations Preparedness including staff hiring, training, and understanding of grant requirements
- c. Finalizing a communications plan with the State
- d. Assessment and Demonstration of Operations Readiness

Grantees are responsible for the following implementation activities:

- a. System Connectivity and Testing
The Grantee shall be responsible for all costs associated with providing and testing connectivity from their locations to CCIS.
- b. Operational Preparedness
The Grantee shall be responsible for all costs associated with ensuring that it is able to take over the requirements of the grant executed as a result of this RFF without disruption to the State, providers, or stakeholders.
- c. Assessment and Demonstration of Operational Readiness
There will be a readiness review before services begin under this contract. The State will work with the Grantee to define the structure and schedule of the operational readiness assessment. The Grantee must demonstrate that all system processes and staffed functions are ready to assume responsibilities for operations. The Grantee is responsible for demonstrating physical plant security, data security, and fire/disaster prevention and recovery procedures, among other items.
- d. Changeover

Grantee shall take all steps necessary to ensure a seamless transfer of operations to its staff no later than October 1, 2015, and work with the State to quickly resolve any issues that might arise during the transition.

e. **Post Implementation Support**

Grantee shall continue to work with the State to ensure operational integrity throughout the contract term.

B. END OF GRANT TRANSITION REQUIREMENTS AND RESPONSIBILITIES

1. Transition Requirements

The State wants to ensure that (to the greatest extent possible) program stakeholders experience no adverse impact from the transfer of the RFF functions from the Grantee to either the State or to a successor Grantee. Twelve (12) months prior to the end of the base contract period, or any extension thereof, the Grantee must develop and implement a State-approved Transition Plan covering the possible turnover of operational activities to either the State or a successor Grantee. The Transition Plan must be a comprehensive document detailing the proposed schedule and activities associated with the turnover tasks outlined in the sections below.

The Plan shall describe the Grantee's approach and schedule for transfer of inventories, correspondence, documentation of outstanding issues, and operational support information. The information must be supplied on media specified by the State and according to the schedule approved by the State.

Transition task requirements and approximate time frames are provided in the sections below. The dates and data requirements in the following sections are illustrative only and do not limit or restrict the State's ability to require additional information from the Grantee or modify the transition schedule as necessary.

2. Transition Responsibilities

Nine (9) months prior to the end of the base grant period, or any extension thereof, the Grantee must transfer the following information, on a medium acceptable to the State, to the State or its agent:

- e. A copy of non-proprietary systems or database(s) used;
- f. Internal logs and balancing procedures used during the grant to ensure compliance with operational requirements; and,
- g. Other documentation including, but not limited to, user, provider, and operations manuals, and documentation of any interfaces developed to support business activities between Grantee and Contractors.

Six (6) months prior to the end of the grant or any extension thereof, the Grantee must begin training State staff, or its designated agent's staff, in the operations and procedures performed by Grantee staff. Such training must be completed at least two (2) months prior to the end of the contract or any extension thereof. Such training shall include, but is not limited to program procedures, data management, and business operations.

The Grantee shall appoint, with State approval, a transition manager with at least one (1) year of experience to manage and coordinate all transition activities.

Grantee shall not reduce operational staffing levels during the transition period without prior approval by the State.

Grantee shall not in any way restrict or prevent Grantee staff from accepting employment with any successor Grantee. The State will work with the incumbent and successor Grantee on the timing of any transition of incumbent staff.

Grantee shall provide to the State, or its agent, within fifteen (15) business days of request, all updated data and reference files and all other documentation and records as required by the State or its agent.

3. Post-Transition Responsibilities

Following transition of operations, the Grantee must provide the State with a Transition Results report documenting the completion and results of each step of the Transition Plan. The outline and format of the Transition Results report must be approved by the State in advance. Transition will not be considered complete until this document is received by the State.